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ABSTRACT

The Early Childhood Family Education (ECFE) program is a statewide parent education and support program for all families in Minnesota with children between birth and kindergarten. This document describes the program evaluation procedures and contains forms related to the evaluation. The program evaluation uses a multi-level approach incorporating needs assessment, monitoring and accountability, quality review and program clarification, and outcome evaluation. Included in the document is the "Early Childhood Family Education Program Quality Indicators," an instrument to assist ECFE programs in program planning and self-evaluation, listing quality indicators in the following program component areas: (1) community assessment, outreach, and input; (2) parent education; (3) early childhood education and parent-child interaction; and (4) program operations. The ECFE program's guiding principles, mission statement, and goals are delineated. Also included in the document are the Early Childhood Family Education Program Participant Questionnaire, a list of the evaluation forms for program evaluation data collection, a description of the needs assessment process, and the Early Childhood Family Education Annual Report form. (KB)

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ED 423 990

EVALUATION OF EARLY CHILDHOOD FAMILY EDUCATION
1998

Early Childhood Family Education (ECFE) is a statewide program for all families in Minnesota with children between the ages of birth and kindergarten. It was developed through a series of pilot programs funded by the Minnesota Legislature and coordinated by the Minnesota Council on Quality Education from 1974 to 1983. In 1984, the legislature made it possible for any school district with a Community Education program to establish an Early Childhood Family Education program. Programs are presently offered in 350 school districts and the four tribal schools in Minnesota. These districts encompass more than 99% of the 0-4 population in the state. Approximately 285,000 children and parents participated in ECFE during the 1996-97 school year. Early Childhood Family Education involves more young children and their families than any other publicly sponsored early childhood program or service in Minnesota.

Evaluation of Early Childhood Family Education has been a priority since the first six pilot programs began in 1975. A variety of evaluations have been conducted as the program has grown and developed (See 1986 document "Evaluation Study of Early Childhood Family Education"). Most early evaluations were formative (process) in nature. Limited funds for evaluation and the state of the art of family program evaluation prevented any extensive summative (outcome) evaluation of Early Childhood Family Education.

A statewide Early Childhood Family Education Evaluation Committee was established in 1986 to make recommendations and guide efforts related to program evaluation. This committee formed the private, non-profit organization, Family Education Resources of Minnesota (FERM), in 1989. The FERM Board of Directors continues to advise ECFE program evaluation activities.

FERM adapted the "Five-Tiered Approach to Evaluation" developed by Francine Jacobs and described in Evaluating Family Programs by Weiss and Jacobs (1988) to use in determining statewide evaluation priorities for Early Childhood Family Education. Weiss is with the Harvard Family Research Project, and Early Childhood Family Education has been studied extensively as part of the Project. The Committee found this framework to be an extremely helpful tool for developing a comprehensive, long-range plan for program evaluation. The following information provides an overview of what is either completed or being implemented for evaluation of Early Childhood Family Education at each of these levels.

Level 1: Needs Assessment

1. National census data is available by school district and other sources of community demographic data are accessible to local program staff. This data make it possible to estimate the basic demographic characteristics of eligible families by school district and provide information against which to compare actual participant data in order to determine if school districts are reaching a representative cross-section of the eligible population of families.

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Level 2: Monitoring and Accountability

1. Participant demographic data has been collected since 1987 from each participating family in each school district with an Early Childhood Family Education program and submitted to the Minnesota Department of Children, Families and Learning Early Childhood Family Education staff. These data provide a picture of participants statewide and by districts and regions and can be compared to census and other demographic data to determine if programs are reaching a representative cross-section of eligible families.

2. All Early Childhood Family Education programs submit an annual report to the Department of Children, Families and Learning Early Childhood Family Education staff each fiscal year. This provides descriptive data on services delivered, number of participants served and staff involved.

3. FERM worked with a consultant from the University of Minnesota to develop a process for cost analysis of Early Childhood Family Education programs that yields descriptive cost data on the cost per participant by type of service provided. This led to development of definitions of different types of direct service provided by Early Childhood Family Education.

Level 3: Quality Review and Program Clarification

1. FERM, with input from 11 statewide regional inservice sessions, developed a set of guiding principles that reflect program philosophy and describe basic beliefs underlying practice in Early Childhood Family Education. This same process was used to review and revise the existing mission and goals of Early Childhood Family Education. FERM also developed a question and answer booklet with answers to commonly asked questions about Early Childhood Family Education that reflect the guiding principles, mission and goals of the program.

2. The process described above was also used to review and revise a program self-evaluation instrument to be used by local program staff, parents and advisory council members to review program practices and set goals for program improvement. The instrument, "Quality Indicators for Early Childhood Family Education Programs" provides a list of characteristics of successful programs that are consistent with the guiding principles, mission and goals.

3. An "Early Childhood Family Education Evaluation Forms and Resources" Information Sheet was developed to list required and optional forms and resources related to ECFE evaluation. Attached to it is a framework for local programs to use in planning assessment of participant needs, interests and satisfaction with programs.

4. Local Early Childhood Family Education programs conducted small group staff and parent discussions focused on the needs of long-term parent participants in Early Childhood Family Education. A state report of the results is available from the Minnesota Department of Children, Families and Learning. It is intended to assist programs in more effectively meeting the needs of long-term participants.

Level 4: Achieving Outcomes

1. In 1989 the Minnesota Legislature appropriated $25,000 for evaluation of Early Childhood Family Education. Most of these funds were used for staff from 24 programs representing statewide geographic distribution to work with Dr. Michael Q. Patton, nationally known evaluator, on a study of the effect of Early Childhood Family Education programs on parent participants. A key criterion of the study was to make the evaluation process part of regular, routine program processes and involve program staff in data collection and analysis.

Patton worked with staff from the participating programs to develop a set of interview questions to be asked of parent participants prior to and at the end of participation in the program during the 1990-91 school year. The questions focused on core elements of change likely to occur for parents in Early Childhood Family Education programs across the state including changes in knowledge, attitudes, behavior and support. The assumption was made that content related to the questions selected is incorporated into Early Childhood Family Education classes.

Staff involved in the study worked with Patton to analyze the data. A summary and full report on these parent outcome study findings, Changing Times, Changing Families (Phase I): Minnesota Early Childhood Family Education Parent Outcome Interview Study, are available from the Minnesota Department of Children, Families and Learning.

2. In 1993 The McKnight Foundation awarded a $150,000 grant to FERM to study the impact of ECFE on lower-income participants. This study became Changing Times, Changing Families -- Phase II: Immediate Outcomes of Lower-Income Participants in Minnesota's Universal Access Early Childhood Family Education. Marsha Mueller served as principal evaluation consultant to the project.

   The purpose of this evaluation was to learn what kinds of immediate outcomes we can expect for lower-income families participating in Minnesota's Early Childhood Family education programs. During the 1994-95 school year, 700 families were surveyed from 14 school districts and 150 of these families participated in two rounds of in-depth interviews and video taped observations, first in the fall and again in the spring. In addition to results reported by parents, staff assessments and independent ratings, based on the video tapes, were used to measure outcomes. This study evolved from the 1992 evaluation report of parent outcomes. A summary and full report of the study are available from the Minnesota Department of Children, Families and Learning.

3. Five ECFE programs piloted a process for conducting telephone interviews with a sample of past parent participants and non-participants with children in second and fifth/sixth grade to compare their level of involvement in their children's learning and education. The results of this study are available from the Minnesota Department of Children, Families and Learning.

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QUALITY INDICATORS FOR EARLY CHILDHOOD FAMILY EDUCATION PROGRAMS

An Instrument to Assist Early Childhood Family Education (ECFE) Programs in Program Planning and Self-Evaluation

Revised 1994

The attached instrument has been developed to assist local Early Childhood Family Education program staff in program planning and self-evaluation for the purpose of program improvement. The quality indicators listed in this instrument reflect observable characteristics of successful programs and indicate compliance with current Minnesota statutes and Board of Education program rules. They are based on the guiding principles, mission, and goals of Early Childhood Family Education. Completely achieving these indicators of program quality in all categories is an ideal situation toward which local programs can strive. The indicators listed are by no means meant to be all inclusive of indicators of quality for ECFE. Others can be added as the instrument is used over time.

The quality indicators are listed in four program component areas:

A. Community assessment, outreach, and input
B. Parent education
C. Early childhood education and parent-child interaction
D. Program operations

The program is to be judged as to whether each quality indicator is to be achieved or has been achieved at one of the following five levels:

- Implemented with ongoing reassessment
- Partially implemented
- Planning stage
- Needs to be done
- Need more information to respond

The rating selected for each indicator may not be as important as the staff discussion that is likely to result from the use of this instrument. While the instrument may seem long and its use time-consuming, it reflects the complexity of Early Childhood Family Education programming and the roles staff need to play to provide an effective ECFE program.

It is recognized that different Early Childhood Family Education programs will be at different places in relation to these indicators depending on a number of factors including the age of a program, the local community, and the needs and interests of the eligible population. These indicators are useful in identifying program strengths as well as areas needing improvement. The instrument has been affirming and reinforcing to many staff members.

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Suggested Uses for Quality Indicators for Early Childhood Family Education Programs

The following suggested uses of the indicators are based on the experiences of local program staff and advisory councils. Feel free to use them in other creative ways.

Yearly program planning and goal/priority setting. Used to write goals and assign staff responsibility for accomplishment of each goal--enhances participatory management, involves coordinator, community education director, and professional and support staff as equals.

Program self-evaluation by staff and/or advisory council members. Some programs do this in-depth over a series of staff meetings over several weeks or months, some go over it quickly at a single staff meeting to "screen" the program and identify particular items to work on in more depth, and some select one of the four program component areas to work on for a particular period of time, e.g., one component per year over an ongoing four year cycle. In some cases, staff have completed the instrument individually and anonymously, and then it is tallied to identify areas where there is greatest consensus as to indicators in need of most improvement. Skilled facilitators are needed who encourage openness and are comfortable with expression of diverse ideas. Some of this work has been done in small groups of staff members and some done with the entire group; programs with multiple sites have done it by site. Advisory council members have been found to be less familiar with some of the indicators than staff members, so the items are informative as well as useful for self-evaluation. Advisory council members have been observed to be empowered in their roles when they better understand the important role they play in ECFE programs.

Program reassessment after several years of operation or when moving to a new facility. Built into ongoing program review--a continuous process; fully implemented indicators continue to need monitoring.

Orientation of new and ongoing staff, including paraprofessionals and other support staff, to the program and to each other's roles.

Individual staff self-evaluation (including identification of strengths) and goal setting; have been used to develop an evaluation tool for staff use in doing this.

Staff performance reviews by program coordinators/administrators; also useful for developing job descriptions.

As part of curriculum writing and identification of program outcomes.

As a tool for developing end-of-session and end-of-year parent satisfaction and program evaluation questionnaires.

Information to help other educators and administrators, programs, agencies, and others better understand program purposes and qualities.

For further information about the use of this instrument contact:

Quality Indicators
Minnesota Department of Children, Families and Learning
Early Childhood Family Education
992 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
612/296-8414

EARLY CHILDHOOD FAMILY EDUCATION
PROGRAM QUALITY INDICATORS

PROGRAM COMPONENT A: **Community Outreach, Input, and Linkages** *(For each indicator, check appropriate column.)*	Needs to be done	Planning stage	Partially implemented	Implemented w/ongoing assessment	Need more info. to respond	**COMMENTS**
OUTREACH: 1. A system is in place to identify eligible families (all school district families with young children from birth to kindergarten enrollment).	☐	☐	☐	☐	☐	
2. Staff identify and continually update information regarding specific characteristics, strengths, and needs of eligible families.	☐	☐	☐	☐	☐	
3. Staff design programming to meet the specific characteristics, strengths, and needs of eligible families.	☐	☐	☐	☐	☐	
4. Staff work together to develop outreach plans and review and revise their plans periodically.	☐	☐	☐	☐	☐	
5. Program brochures, newsletters, and other media inform eligible families and the community about the program and its goals and activities. Program brochures, newsletters, and other media are sensitive to issues of culture, literacy, family styles, income levels, and other characteristics of eligible families.	☐	☐	☐	☐	☐	
6. Staff use personal contact (including home visits) with families as needed.	☐	☐	☐	☐	☐	
7. The program offers flexible hours, and programming options (including evening and/or weekend options), transportation assistance, convenient sites, etc., to reduce barriers to participation.	☐	☐	☐	☐	☐	
8. Fees, if charged, are reasonable and easily reduced or waived for families unable to pay full or reduced fees.	☐	☐	☐	☐	☐	
9. Program brochures, newsletters, and other media inform eligible families about fee reduction and/or waiver policies.	☐	☐	☐	☐	☐	

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PROGRAM COMPONENT A: Community Outreach, Input, and Linkages (Cont.)	Needs to be done	Planning stage	Partially implemented	Implemented/ongoing/maintenance	Need more info. to respond	COMMENTS
OUTREACH: (Cont.) 10. Staff contact families who have left the program to identify potential gaps or weaknesses in the program.	☐	☐	☐	☐	☐	
11. Staff actively try to reach hard-to-reach and/or non-participating families through cooperation with other community programs and services.	☐	☐	☐	☐	☐	
12. Staff introduce new participants to the program in personalized ways so they feel welcomed and at ease.	☐	☐	☐	☐	☐	
13. Program participants represent a cross-section of all eligible families.	☐	☐	☐	☐	☐	
PARENT AND COMMUNITY INPUT: 14. Advisory council membership includes a variety of community representatives.	☐	☐	☐	☐	☐	
15. Parents comprise more than half of the advisory council membership.	☐	☐	☐	☐	☐	
16. Parent advisory council members reflect the characteristics of families with young children in the community.	☐	☐	☐	☐	☐	
17. Advisory council parents represent the eligible population.	☐	☐	☐	☐	☐	
18. The advisory council understands the parameters of their advisory functions.	☐	☐	☐	☐	☐	
19. The advisory council plays an active role in making recommendations for program development, planning and monitoring.	☐	☐	☐	☐	☐	
20. The advisory council plays an active role in program publicity, outreach, and community relations.	☐	☐	☐	☐	☐	
21. The advisory council plays an active role in resource development as needed.	☐	☐	☐	☐	☐	
22. The advisory council advocates for Early Childhood Family Education in the community and with policy makers.	☐	☐	☐	☐	☐	

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PROGRAM COMPONENT A: Community Outreach, Input, and Input (Cont.)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	COMMENTS
PARENT AND COMMUNITY INPUT: (Cont.) 23. The advisory council works with staff to assess program effectiveness and determine how well the program meets its goals.	☐	☐	☐	☐	☐	
LINKAGES: (Cont.) 24. The program integrates itself into the school district and community.	☐	☐	☐	☐	☐	
25. Staff disseminate information about ECFE services to other groups, programs, and agencies in the community serving young children and their families.	☐	☐	☐	☐	☐	
26. Staff are knowledgeable about school and community resources for young children and their families and make this information readily available to parents.	☐	☐	☐	☐	☐	
27. Staff encourage referrals from other groups, programs, and agencies for enrollment in ECFE activities.	☐	☐	☐	☐	☐	
28. Staff make referrals of both parents and children to other community resources serving families.	☐	☐	☐	☐	☐	
29. Staff follow-up on referrals of both parents and children to other community resources serving families.	☐	☐	☐	☐	☐	
30. Staff support health and developmental screening of children to determine if special services are needed and work with appropriate individuals and groups to assure provision of needed services.	☐	☐	☐	☐	☐	
31. Staff cooperate, coordinate, and collaborate with other programs serving young children and their families in the community to better meet the needs of families.	☐	☐	☐	☐	☐	

PROGRAM COMPONENT B: Parent Education (These parent education indicators apply to all program staff including parent educators, early child educators, and other staff.) *(For each indicator, check appropriate column.)*	Needs to be done	Planning stage	Partially implemented	Implemented w/ongoing refinement	Need more info. to respond	**COMMENTS**
ENVIRONMENT: 1. The physical environment is comfortable and aesthetically pleasing.	☐	☐	☐	☐	☐	
2. The physical environment reflects the diversity of all people.	☐	☐	☐	☐	☐	
3. The physical environment is accessible to people with disabilities.	☐	☐	☐	☐	☐	
4. The space is neither too crowded nor too spacious for the number of participants.	☐	☐	☐	☐	☐	
5. The room set-up facilitates interaction.	☐	☐	☐	☐	☐	
6. The atmosphere is relaxed and informal.	☐	☐	☐	☐	☐	
7. The climate is one of mutual respect, trust, and responsibility.	☐	☐	☐	☐	☐	
RESOURCES: 8. Resources used are consistent with ECFE philosophy, mission, and goals.	☐	☐	☐	☐	☐	
9. Resources used are multicultural, gender-fair, and sensitive to disability and socioeconomic status.	☐	☐	☐	☐	☐	
10. Resources accurately reflect current research in the fields of child development, parent-child relations, family relations, family systems theory, early childhood education and/or parent and adult education.	☐	☐	☐	☐	☐	
11. Resources are evaluated and adapted as needed to match the needs of particular parents.	☐	☐	☐	☐	☐	
EDUCATOR ROLE: 12. Staff involve parents in setting the agenda and guiding the learning process.	☐	☐	☐	☐	☐	

PROGRAM COMPONENT B: Parent Education (Cont.)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	COMMENTS
EDUCATOR ROLE: (Cont.) 13. Staff link parents' specific experiences to general principles of child development and parent-child relations.	☐	☐	☐	☐	☐	
14. Staff provide parents information about developmental expectations and characteristics of various ages of children.	☐	☐	☐	☐	☐	
15. Staff encourage parents to examine their expectations of their own children in relation to developmentally appropriate expectations.	☐	☐	☐	☐	☐	
16. Staff encourage parents to identify and build on personal and family strengths.	☐	☐	☐	☐	☐	
17. Staff provide parents opportunities to examine their values, needs, and behaviors.	☐	☐	☐	☐	☐	
18. Staff encourage parents to set developmentally appropriate goals for themselves, their children,and their family life.	☐	☐	☐	☐	☐	
19. Staff encourage parents to develop problem solving skills.	☐	☐	☐	☐	☐	
20. Staff facilitate understanding of the family-of-origin and its influence upon present family interactions.	☐	☐	☐	☐	☐	
21. Staff set goals and plan strategies for each session.	☐	☐	☐	☐	☐	
22. Staff use a variety of teaching strategies and adapt them to the learning styles of particular groups of parents.	☐	☐	☐	☐	☐	
23. Staff clearly communicate thoughts and concepts.	☐	☐	☐	☐	☐	
24. Staff encourage parents to share experiences and concerns.	☐	☐	☐	☐	☐	
25. Staff structure discussions so parents learn from one another.	☐	☐	☐	☐	☐	
26. Discussions are flexible and allow opportunity for addressing immediate needs.	☐	☐	☐	☐	☐	
27. Staff spend a significant portion of time actively listening to parents.	☐	☐	☐	☐	☐	

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PROGRAM COMPONENT B: Parent Education (Cont.)	Needs to be done	Planning stage	Partially implemented	Implemented w/ongoing reassessment	Need more info. to respond	COMMENTS
EDUCATOR ROLE: (Cont.) 28. Staff clarify and summarize ideas expressed during discussions as needed.	☐	☐	☐	☐	☐	
29. Staff are nonjudgmental, accepting, and supportive of parents; distinctions are made between parents' specific behaviors and parents as persons.	☐	☐	☐	☐	☐	
30. Staff model and encourage respect for each parent.	☐	☐	☐	☐	☐	
31. Staff are sensitive to the multiple demands on parents' time and energy.	☐	☐	☐	☐	☐	
32. Staff encourage parents to interact and form support networks with other parents outside program settings.	☐	☐	☐	☐	☐	
33. Staff offer home visits as an option for parent education.	☐	☐	☐	☐	☐	

PROGRAM COMPONENT C: Early Childhood Education and Parent-Child Interaction **(These early childhood education and parent-child interaction indicators apply to all program staff including parent educators, early childhood educators, and other staff.)** ***(For each indicator, check appropriate column.)***	Needs to be done	Planning stage	Partially implemented	Implemented w/ ongoing monitoring	Need more info. to respond	**COMMENTS**
ENVIRONMENT: 1. The environment is child-centered and personalized for parents and children.	☐	☐	☐	☐	☐	
2. The environment is physically attractive.	☐	☐	☐	☐	☐	
3. Adequate space is available to carry out child, parent-child, and parent activities.	☐	☐	☐	☐	☐	
4. The environment meets state requirements for children's health and safety.	☐	☐	☐	☐	☐	
5. Learning materials and equipment for children are appropriate to the developmental level, needs, and interests of the children involved. They are:						
• At children's eye level and readily accessible to children for self-selection	☐	☐	☐	☐	☐	
• Age appropriate	☐	☐	☐	☐	☐	
• Durable	☐	☐	☐	☐	☐	
• Adaptable for children with disabilities	☐	☐	☐	☐	☐	
• Available for group and individual use	☐	☐	☐	☐	☐	
6. The environment is arranged in learning centers that:						
• Allow children to make choices	☐	☐	☐	☐	☐	
• Encourage cooperative social interaction	☐	☐	☐	☐	☐	
• Capitalize on children's individual interests	☐	☐	☐	☐	☐	
• Are appropriate for a wide range of developmental capabilities	☐	☐	☐	☐	☐	
• Allow for movement and exploration	☐	☐	☐	☐	☐	
• Provide for a variety of challenges	☐	☐	☐	☐	☐	

PROGRAM COMPONENT C: Early Childhood Education and Parent-Child Interaction (Cont.)	Needs to be done	Planning stage	Partially implemented	Implemented w/ongoing assessment	Need more info. to respond	COMMENTS
ENVIRONMENT: (Cont.) • Enhance the development of independence	☐	☐	☐	☐	☐	
7. Many aspects of the environment are easily replicated at home.	☐	☐	☐	☐	☐	
8. The physical environment reflects the diversity of all people.	☐	☐	☐	☐	☐	
RESOURCES: 9. Resources used are consistent with ECFE philosophy, mission, and goals.	☐	☐	☐	☐	☐	
10. Resources used are multicultural, gender-fair, and sensitive to disability and socio-economic status.	☐	☐	☐	☐	☐	
11. Resources accurately reflect current research in the fields of child development, parent-child relations, family relations, family system theory, early childhood education and/or parent and adult education.	☐	☐	☐	☐	☐	
12. Resources are developmentally appropriate for the intended group of children.	☐	☐	☐	☐	☐	
13. The curriculum encourages child- and parent-initiated learning.	☐	☐	☐	☐	☐	
EDUCATOR ROLE: 14. Child and parent-child activities and experiences are developmentally appropriate.	☐	☐	☐	☐	☐	
15. Child and parent-child activities reflect the importance of the parent and the home environment.	☐	☐	☐	☐	☐	
16. Activities provide concrete, experiential learning.	☐	☐	☐	☐	☐	
17. Activities emphasize the learning process rather than the product.	☐	☐	☐	☐	☐	
18. Activities promote imagination and creativity.	☐	☐	☐	☐	☐	
19. The parent educator, early childhood educator, and other staff are present throughout parent-child interaction.	☐	☐	☐	☐	☐	
20. Staff set goals and plan strategies for each session.	☐	☐	☐	☐	☐	

PROGRAM COMPONENT C: Early Childhood Education and Parent-Child Interaction (Cont.)	Needs to be done	Planning stage	Partially implemented	Implemented w/ongoing assessment	Need more info. to respond	COMMENTS
EDUCATOR ROLE: (Cont.) 21. Staff use a variety of teaching strategies and adapt them to the learning styles of particular children.	☐	☐	☐	☐	☐	
22. Staff present activities in multisensory ways.	☐	☐	☐	☐	☐	
23. Staff encourage growth in self-discipline.	☐	☐	☐	☐	☐	
24. Staff help children verbalize their thoughts, feelings, and actions.	☐	☐	☐	☐	☐	
25. Staff act as resource persons, helping children use and expand upon activities and solve problems.	☐	☐	☐	☐	☐	
26. Staff reinforce appropriate parental expectations concerning what children of various ages can be expected to do.	☐	☐	☐	☐	☐	
27. Staff function as facilitators rather than directors of child- and parent-initiated activity.	☐	☐	☐	☐	☐	
28. Staff verbal communication with children enhances children's self-esteem, contributes to language development, and provides a role model for parents.	☐	☐	☐	☐	☐	
29. Staff non-verbal communication with children enhances children's self-esteem, contributes to language development, and provides a role model for parents.	☐	☐	☐	☐	☐	
30. Staff use positive guidance techniques to enhance children's self-esteem and provide a role model for parents.	☐	☐	☐	☐	☐	
31. Staff model and encourage respect for each child.	☐	☐	☐	☐	☐	
32. Staff interpret the meaning and value of activities to parents.	☐	☐	☐	☐	☐	
33. Staff encourage parents to become involved with and enjoy their children through engaging in activities together.	☐	☐	☐	☐	☐	
34. Staff encourage parents to be sensitive observers of their children, responding appropriately to cues and signals from their children.	☐	☐	☐	☐	☐	
35. Staff model verbalizations of children's thoughts, feelings, and actions as a way of clarifying children's needs and behaviors.	☐	☐	☐	☐	☐	

PROGRAM COMPONENT C: Early Childhood *Education and Parent-Child Interaction* **(Cont.)**	Needs to be done	Planning stage	Partially implemented	Implemented, scheduling revisions next	Need more info. to respond	**COMMENTS**
EDUCATORS ROLE: (Cont.) **36. Staff communicate respect for parents as prime educators of their children.**	☐	☐	☐	☐	☐	
37. Staff talk with parents about their interaction with their children.	☐	☐	☐	☐	☐	
38. Staff reinforce appropriate parental expectations for individual children.	☐	☐	☐	☐	☐	
39. Staff offer home visits as an option for early childhood education and parent-child interaction.	☐	☐	☐	☐	☐	

PROGRAM COMPONENT D: Program Operations *(For each indicator, check appropriate column.)*	Needs to be done	Planning stage	Partially implemented	Implemented w/ongoing reassessment	Need more info. to respond	**COMMENTS**
PHILOSOPHY: 1. Parents, staff, and community representatives cooperatively develop a statement of the program's philosophy and mission, thus assuring a sense of ownership among those involved.	☐	☐	☐	☐	☐	
2. The program has clearly defined goals and objectives.	☐	☐	☐	☐	☐	
3. The philosophy, mission, goals, and objectives of the program are consistent with the state ECFE philosophy, mission, and goals.	☐	☐	☐	☐	☐	
4. Staff practice and promote appropriate confidentiality throughout the program.	☐	☐	☐	☐	☐	
5. Staff understand their role as mandated reporters in cases of child abuse and neglect.	☐	☐	☐	☐	☐	
STAFF: 6. All staff members are well qualified for their positions. All teachers and program coordinators are appropriately licensed.	☐	☐	☐	☐	☐	
7. Wages are consistent with professional status.	☐	☐	☐	☐	☐	
8. The program provides orientation for new staff.	☐	☐	☐	☐	☐	
9. The program provides appropriate staff development opportunities for professional and paraprofessional staff.	☐	☐	☐	☐	☐	
10. Individual staff members take responsibility for their personal and professional development.	☐	☐	☐	☐	☐	
11. Staff are aware of and participate in inservice training available from other sources.	☐	☐	☐	☐	☐	
12. Staff meetings are regularly scheduled to provide for effective communication and integrated planning among all staff.	☐	☐	☐	☐	☐	
13. Parent educators, early childhood educators, and other staff coordinate their planning and implementing efforts.	☐	☐	☐	☐	☐	
14. Staff give each other feedback and support.	☐	☐	☐	☐	☐	
15. Staff understand the procedures to be used in performance reviews.	☐	☐	☐	☐	☐	

PROGRAM COMPONENT D: Program Operations	Needs to be done	Planning stage	Partially implemented	Implemented w/ongoing assessment	Need more info. to respond	COMMENTS
STAFF: (Cont.) 16. Staff work well together, forming a congruent and integrated team in delivery of all program services.	☐	☐	☐	☐	☐	
MONITORING AND EVALUATION: 17. Staff develop and implement plans for monitoring and assessing the program.	☐	☐	☐	☐	☐	
18. The program budget accounts for all ECFE aid, levy, and other funds and is on file with both the program coordinator and the district administrator.	☐	☐	☐	☐	☐	
19. The program maintains clear and complete records to document participant characteristics, program participation, and service delivery data including referrals for local program use and state record keeping.	☐	☐	☐	☐	☐	
20. The program gathers and uses participant satisfaction data for program development and improvement.	☐	☐	☐	☐	☐	
21. The program participates in studies of program outcomes.	☐	☐	☐	☐	☐	
22. The program conducts periodic self-assessment of program components by using this document.	☐	☐	☐	☐	☐	

GUIDING PRINCIPLES

ABOUT FAMILIES, PARENTS, YOUNG CHILDREN AND COMMUNITIES FOR MINNESOTA EARLY CHILDHOOD FAMILY EDUCATION

ABOUT FAMILIES:

- The family provides the young child's first and most significant learning environment. The foundations for healthy child development depend on the relationships and environment created by the family.
- In contemporary America, families have different social, emotional, intellectual, and physical needs.
- The community and society in which families live effect their capacity to raise children. When basic needs are unmet, a family's ability to raise children is compromised.
- Positive social networks are important to family life.

ABOUT PARENTS:

- Raising young children is challenging.
- Parents need knowledge and skills to effectively raise their children.
- All parents have strengths for raising children.
- Parents of young children, regardless of life circumstance, can benefit from education and support in their role as parents.
- Parents are their children's first and most important developmental influence.
  - -Parents and children influence each other, and these influences change over time.
  - -The quality of the parent-child relationship is crucial to a child's development.
  - -The quality of a parent's self-esteem is strongly related to the quality of a child's self-esteem.
- If parents are involved in their children's early education and development, they are more likely to continue their involvement in subsequent years.

ABOUT YOUNG CHILDREN:

- The first five years of a child's life are important years in their own right and are critical to future physical, intellectual, social and emotional development.
- A secure attachment between parent and child is essential to a child's optimal development.
- Young children learn by interacting with the people and objects in their environment.
- Play is essential to the physical, intellectual, social and emotional development of young children.
- Early identification and treatment of children's developmental delays and disabilities provide opportunity for such conditions to be addressed.
- Children whose parents are involved in their education are more likely to reach their potential in school.

ABOUT COMMUNITIES:

- Healthy families conserve and contribute to community resources and add to the quality of life for all.
- Child abuse and family violence rates are lower in communities with strong family support.
- Prevention and early intervention are more cost-effective than remediation of negative family outcomes.
- Schools are more effective in educating children when parents are involved.
- Communities have a responsibility to care about all children and families.

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-OVER-

MISSION
OF MINNESOTA
EARLY CHILDHOOD FAMILY EDUCATION

The mission of Early Childhood Family Education is to strengthen families through the education and support of all parents* in providing the best possible environment for the healthy growth and development of their children.

GOALS
OF MINNESOTA
EARLY CHILDHOOD FAMILY EDUCATION

The goals of Early Childhood Family Education are:

1. To support children's optimal physical, intellectual, social and emotional development during the important early years of life.
2. To promote informed, realistic attitudes and expectations about raising children.
3. To increase parent involvement in children's learning, development and education.
4. To enhance effective communication and healthy parent-child/family relationships.
5. To facilitate the development and strengthening of family support networks for effective parenting.
6. To encourage the development and effective use of community resources for families.
7. To prevent child abuse, family violence and other negative family outcomes.

*** The word "parents" includes all individuals who function in a primary parenting role.**

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Guidelines for Collecting and Reporting Family Demographic Data
on the

EARLY CHILDHOOD FAMILY EDUCATION PROGRAM PARTICIPANT QUESTIONNAIRE AND PARTICIPANT QUESTIONNAIRE SUMMARY

1. Each family enrolled in the program during the 1998-99 school year should complete the attached Participant Questionnaire form (ED-02005-08). An enrolled family is one in which at least one parent and one child attend three or more sessions or participate in three or more educational home visits. Please work on getting every family participating in the program to complete the survey in order to obtain a high rate of response. Many programs find it easiest to have a family member complete this form as part of regular registration processes. Be sure to collect data from all participating families including those enrolled in special programs that may be done in collaboration with other groups or agencies. **The tallied results are due at the Department of Children, Families and Learning no later than August 15, 1999.**

2. Only one parent per enrolled family should complete the Participant Questionnaire form so that each family is represented once. In two-parent families, either the mother or father can complete the form, but they should not each complete a form. Since mothers are most likely to complete the form, they will be over represented in these data. However, the Early Childhood Family Education Annual Report form collects data on the number of participating fathers, so this is not a problem.

3. Assure parents that all information they provide is confidential. Provide a large envelope or a box in which parents can deposit their form rather than having them hand it to a staff member. If parents completing the form are non-readers, you may need to read through the form with them as a way of assisting them in completing it. For families with limited English proficiency, you will want to use interpreters. This form is also available in Spanish and Hmong.

4. Designate only one person in each school district Early Childhood Family Education program the responsibility for coordinating this demographic data collection and reporting. This individual will be responsible for distribution and collection of the Participant Questionnaire forms, tallying results and reporting results to the Department of Children, Families and Learning on the enclosed Participant Questionnaire Summary form. Provide the name and telephone number of this person as indicated on the Participant Questionnaire Summary form so that this person can be contacted if there are questions about the data. If you are a multi-district program, you have the option to either submit a Participant Questionnaire Summary form of tallied data for each district separately or you can total the data from all districts you represent and submit only one Summary form. Be sure to indicate the district names and numbers of each of the school districts involved in the program in the space provided on the Summary form if you choose to submit one form for multiple districts.

5. **Please submit only the Participant Questionnaire Summary form** to the Department of Children, Families and Learning. **Do not send in the individual untallied Participant Questionnaire forms.** Save all completed Participant Questionnaires in case you are asked to verify any information.

TALLIED RESULTS DUE NO LATER THAN
AUGUST 15, 1999

SEND TO: **MN Department of Children, Families and Learning**
Early Childhood Family Education Participant Questionnaires
310 Capitol Square Building, 550 Cedar Street
St. Paul, MN 55101

Children, Families & Learning

EARLY CHILDHOOD FAMILY EDUCATION
PARTICIPANT QUESTIONNAIRE

ED-02005-09

DUE: 8/15/99

GENERAL INFORMATION: This questionnaire should be completed only **ONE TIME** per school year **FOR EACH FAMILY ENROLLED** in the Early Childhood Family Education (ECFE) Program. Only one participant per family should complete this questionnaire. This information is requested from each family served and will be used for program planning and evaluation. **DO NOT** write your name on this form. The information that you provide will be kept confidential and **WILL NOT** be directly connected with you or your family.

THANK YOU FOR YOUR ASSISTANCE !!

1. How long have you participated in this program? (check one only):
   ☐ a. Less than 1 year ☐ b. One Year - 2 years ☐ c. More than 2 years

2. Your sex: ☐ a. Male ☐ b. Female

3. Your age:
   ☐ a. Under 20 years old ☐ c. 30 - 39 years old
   ☐ b. 20 - 29 years old ☐ d. 40 years old or older

4. Your current marital status (check one only):
   ☐ a. Never Married ☐ c. Widowed
   ☐ b. Married ☐ d. Divorced or Separated

5. Your highest level of schooling completed (check one only):
   ☐ a. 8th grade or less ☐ c. High school diploma/GED ☐ e. Bachelor's Degree
   ☐ b. Some high school ☐ d. Some college or trade school beyond high school ☐ f. Graduate or professional school degree

6. Your current job status (check one only):
   ☐ a. Unemployed, not seeking employment (includes students) ☐ c. Employed less than 25 hours per week
   ☐ b. Unemployed, seeking employment ☐ d. Employed 25 hours or more per week

7. What is your child(ren)'s age(s)? (check all that apply):
   ☐ a. Birth - 5 months ☐ c. 13 - 23 months ☐ e. 3 years ☐ g. 5 years
   ☐ b. 6 - 12 months ☐ d. 2 years ☐ f. 4 years ☐ h. 6 - 12 years
   ☐ i. 13 years and older

8. What is the total number of people living in your household? (check one only):
   ☐ a. One ☐ c. Three ☐ e. Five ☐ g. Seven
   ☐ b. Two ☐ d. Four ☐ f. Six ☐ h. Eight or more

9. What is your household's total yearly income, before taxes? (check one only):
   ☐ a. Under $10,000 ☐ c. $20,000 - $29,999 ☐ e. $40,000 - $49,999
   ☐ b. $10,000 - $19,999 ☐ d. $30,000 - $39,999 ☐ f. $50,000 or more

10. What is your racial/ethnic background? (check one only):
    ☐ a. White, Non-Hispanic ☐ c. Hispanic ☐ e. American Indian/Alaskan Native
    ☐ b. Black, Non-Hispanic ☐ d. Asian/Pacific Islander ☐ f. Multi-Racial

11. What is the racial/ethnic background of other family members? (check all that apply):
    ☐ a. White, Non-Hispanic ☐ c. Hispanic ☐ e. American Indian/Alaskan Native
    ☐ b. Black, Non-Hispanic ☐ d. Asian/Pacific Islander ☐ f. Multi-Racial

12. How long have you lived at your present address? (check one only):
    ☐ a. Less than 1 year ☐ b. 1 - 3 years ☐ c. 4 - 5 years ☐ d. More than 5 years

13. Please check all programs in which you and/or members of your household participate (check all that apply):
    ☐ a. Home-based Family Child Care ☐ e. Special Education ☐ i. Family Literacy ☐ l. Income Assistance Program (TANF, MFIP, SSI, formerly AFDC)
    ☐ b. Child Care Center ☐ f. Way to Grow ☐ j. WIC Nutrition Program ☐ m. Medical Assistance
    ☐ c. Preschool ☐ g. Head Start ☐ k. Food Stamps ☐ n. Free or Reduced Price School Lunch
    ☐ d. Learning Readiness ☐ h. Adult Basic Education

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Children, Families & Learning	CUESTIONARIO PARA LOS PARTICIPANTES DEL PROGRAMA DE EARLY CHILDHOOD FAMILY EDUCATION (ECFE) - EDUCATION DE FAMILIA Y TEMPRANA INFANCIA	ED-02005-09 DUE: 8/15/99

Información General: Este cuestionario debe ser llenado por cada familia que participó en el programa este año. Un miembro de la familia debe llenario. Esta información es solicitada de cada familia que recibe servicious de este programâ. La información se usará para planear y evaluar el buen éxito del programa. **LA INFORMACION ES CONFIDENCIAL y no será relacionada con su familia.** No escriba su nombre en este cuestionario.

¡ GRACIAS POR SU ASISTENCIA!

1. ¿ Cuanto tiempo ha participado en el programa? (Marque uno):
   ☐ a. menos de un año ☐ b. un año a dos años ☐ c. mas de dos años

2. ¿Cual es su género? (Marque uno) ☐ a. Hombre ☐ b. Mujer

3. ¿Cual es su edad? (Marque uno):
   ☐ a. Menos de 20 años ☐ c. 30 a 39 años
   ☐ b. 20 a 29 años ☐ d. Mas de 40 años

4. ¿Cual es su estado civil? (Marque uno):
   ☐ a. Soltero/a ☐ c. Viudo/a
   ☐ b. Casado/a ☐ d. Divorciado/a o Separado/a

5. ¿Cual es su nivel completado mas alto de educación? (Marque uno):
   ☐ a. Grado octavo o menos ☐ c. Completó escuela secundaria/GED ☐ e. Bachillerato
   ☐ b. Algo de educación secundaria ☐ d. Algo de colegio o escuela vocacional ☐ f. Estudiante Graduado o certificado profesional

6. ¿Cual es su estado de trabajo? (Marque uno):
   ☐ a. Desempleado/a - y no busca trabajo (Incluye estudiantes) ☐ c. Empleado menos de 25 horas por semana
   ☐ b. Desempleado/a -y sí busca trabajo ☐ d. Empleado más de 25 horas por semania

7. ¿Que edades tienen sus ninós? (Marque todos los que aplican):
   ☐ a. Recien nacido hasta 5 meses ☐ c. Trece meses hasta 23 meses ☐ e. Tres anós ☐ g. cinco anós
   ☐ b. Seis meses a un año ☐ d. Dos anós ☐ f. Cuatro anós ☐ h. Seis hasta doce anós ☐ i. Trece anós o mas

8. ¿Cuantas personas viven en su hogar? (Marque uno):
   ☐ a. Uno ☐ c. Tres ☐ e. Cinco ☐ g. Seite
   ☐ b. Dos ☐ d. Cuatro ☐ f. Seis ☐ h. Ocho

9. ¿Cual es su salario antes de impuestos? (Marque uno):
   ☐ a. Menos de $10,000 ☐ c. $20,000 a $29,999 ☐ e. $40,000 a $49,999
   ☐ b. $10,000 a $19,999 ☐ d. $30,000 a $39,999 ☐ f. $50,000 o mas

10. ¿Cual es su grupo étnico/racial? (Marque uno):
    ☐ a. Hispano/a (Latino/a) ☐ c. Blanco/a, Hispano/a ☐ e. Asiastico/a ☐ g. Multi-racial
    ☐ b. Blanco/a no Hispano ☐ d. Negro/a, no Hispano/a ☐ f. Indio/a Americano/a o Nativo de Alaska

11. ¿Cual es/son el/los grupo/s étnico/s de los miembros de su familia? (Marque todos los que aplican):
    ☐ a. Hispano/a (Latino/a) ☐ c. Blanco/a (Hispano/a) ☐ e. Asiatico/a ☐ g. Multi-racial
    ☐ b. Blanco/a, no Hispano/a ☐ d. Negro/a, no Hispano ☐ f. Indio/a Americano/a o Nativo de Alaska

12. ¿Cuanto tiempo ha vivido en ésta comunidad/vecindad? (Marque uno):
    ☐ a. Menos de un año ☐ b. Un año a tres años ☐ c. Cuatro años a cinco años ☐ d. Mas de cinco años

13. ¿Marque cada uno de los programas en que usted o su familia han participado:
    ☐ a. Cuidado de niños en casa (Home-based Family Child Care)
    ☐ b. Centro para los niños infantil (Child Care Center)
    ☐ c. Escuela antes del jardin infantil (Preschool)
    ☐ d. Listos Para Aprender (Learning Readiness)
    ☐ e. Educación Especial (Special Education)
    ☐ f. Modo Para Crecer (Way to Grow)
    ☐ g. Comezar Adelante (Head Start)
    ☐ h. Educación Basica Para Adultos (Adult Basic Education)
    ☐ I. Capacidad de Leer Para La Familia (Family Literacy)
    ☐ j. Programa de nutrición para mujeres, infantes, Y niños (WIC Nutrinon Program)
    ☐ k. Estampillas para la comida (Food Stamps)
    ☐ l. Assistencia temporaria para Familias que lo necesitan (Income Assistance Program) (TANF, MFIP, SSI, formerly AFDC)
    ☐ m. Asistencia Medical (Medical Assistance)
    ☐ n. Almuerzos/desayunos gratis o a precios reducidos en la escuela pública (Free or Reduced Price School Lunch)

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Children's Family Learning

EARLY CHILDHOOD FAMILY EDUCATION
PARTICIPANT QUESTIONNAIRE

ED-02005-09

DUE: 8/15/99

Cov lus nug no ib xyoo tsuas muaj IB ZAUG RAU IB TSE NEEG uas muaj me nyuam KAWM NTAWV NYOB rau Early Childhood Family Education (ECFE) Program. Ib tse neeg tsuas teb ib daim xwb. Cov lus nug xav tau los ntawm tsev neeg uas lub khoom hawm twb tau pab nws tus me nyuam kawm ntawv lawm. Peb yuav siv koj cov lus nug los pab lub khoom haum no mus rau lawm yau tom ntej. TSIS TXHOB sau koj lub npe rau daim ntawv no. Cov lus nug uas koj tau teb los nram no yuav TSIS PUB coj mus ua tej yam tsis zoo rau koj los yog koj tsev neeg.

UA TSAUG NTAU UAS KOJ PAB PEB !!

1. Koj tuaj kawm rau lub koom haum no ntev npaum li cas lawm?
   ☐ a. Ib xyoo rov hauv ☐ b. 1 xyoo mus txog rau 2 xyoo ☐ c. Ntau ntsaj 2 xyoo

2. Koj yog poj niam los txiv neej: ☐ a. Txivneej ☐ b. Pojniam

3. Hnub nyug: (ko ib qho xwb)
   ☐ a. Qis tshaj 20 xyoo ☐ c. 30 txog 39 xyoo
   ☐ b. 20 txog 29 xyoo ☐ d. 40 xyoo rov sauv

4. Koj tus kheej tam sim no (ko ib qho xwb):
   ☐ a. Tsis tau sib yuav dua ☐ c. Pojntsuam yawgntsuag
   ☐ b. Sib yuav lawm ☐ d. Sib nrauj los sib faib

5. Koj kawm ntawv tiav qib twg (ko ib qho xwb):
   ☐ a. Hoob 8 los qis tshaj ☐ c. Tag high school/los yog GED ☐ e. Kawm tiav Bachelor's Degree
   ☐ b. Kawm mi ntsis high school ☐ d. Mi ntsis college los yog trade school tom qab high school ☐ f. Kawm tiav los yog professional school degree

6. Koj kev ua haujlwm tamsimno (ko ib qho xwb):
   ☐ a. Tsis ua haujlwm, tsis nrhiav haujlwm (xam neeg kawm ntawv tibsi) ☐ c. Ua haujlwm qis tshaj 25 xuaj moos ntawm ib vas tiv
   ☐ b. Tsis ua haujlwm, tseem tab tom nrhiav ☐ d. Ua haujlwm ntau tshaj 25 xuaj moos ntawm ib vas tiv

7. Koj cov menyuam muaj tsawg xyoo lawm? (ko txhua qhov ua raug koj):
   ☐ a. Menyuam mos liab mus txog rau 5 xyoo ☐ c. 13 mus txog rau 23 hlis ☐ e. 3 xyoo ☐ g. 5 xyoo
   ☐ b. 6 hlis mus txog rau 12 hlis ☐ d. 2 xyoo ☐ f. 4 xyoo ☐ h. 6 xyoo mus txog 12 xyoo ☐ i. 13 xyoo los yog siab ntsaj sauv

8. Tag nzo koj tsev neeg muaj pes tsawg leej? (ko ib qho xwb):
   ☐ a. Ib ☐ c. Peb ☐ e. Tsib ☐ g. Xya
   ☐ b. Ob ☐ d. Plaub ☐ f. Rau ☐ h. Ntau tshaj 8 leej

9. Ib xyoo nej tau nyiaj npaum li cas ua ntej uas txiav mus them se? (ko ib qho xwb):
   ☐ a. Qis tshaj $10,000 ☐ c. $20,000 txog $29,999 ☐ e. $40,000 txog $49,999
   ☐ b. $10,000 txog $19,999 ☐ d. $30,000 txog $39,999 ☐ f. $50,000 los sis ntau tshaj

10. Koj yog haiv neeg dabtsi? (ko ib qho xwb):
    ☐ a. Dawb, tsis yog Hispanic ☐ c. Hispanic ☐ e. Neeg Asmeskas Indian/neeg Alaskan Native
    ☐ b. Dub, tsis yog Hispanic ☐ d. Neeg Es Xias ☐ f. Neeg txuam tsoov

11. Cov neeg hauv koj tsev neeg yog haiv neeg dabtsi? (ko ib qho xwb):
    ☐ a. Dawb, tsis yog Hispanic ☐ c. Hispanic ☐ e. Neeg Asmeskas Indian/neeg Alaskan Native
    ☐ b. Dub, tsis yog Hispanic ☐ d. Nee Es Xias ☐ f. Neeg txuam tsoov

12. Koj nyob ntawm qhov chaw no tau ntev li cas? (ko ib qho xwb):
    ☐ a. Tsawg tshaj 1 xyoo ☐ b. 1 txog 3 xyoo ☐ c. 4 txog 5 xyoo ☐ d. Ntau tshaj 5 xyoo

13. Thou koj kos tag nrho cov koj tau mus koom tes los yog tau txais kev pab los ntawm cov koom haum nram qab no: (ko txhua qhov ua raug koj)
    ☐ a. Home-based Family Child Care
    ☐ b. Tsev zov menyuam
    ☐ c. Preschool tsev kawm ntawv
    ☐ d. Learning Readiness kev kawm ntawv
    ☐ e. Special Education (chaw kawm ntawv rau cov menyuam hais lus tsis meej los yog hwm yam)
    ☐ f. Way to Grow
    ☐ g. Head Start kev kawm ntawv
    ☐ h. Adult Basic Education (chaw kawm ntawv rau cov laus)
    ☐ i. Family Literacy (chaw kawm ntawv rau tsev neeg)
    ☐ j. WIC Nutrition Program (kev pab txhev mis rau menyuam)
    ☐ k. Nyiaj muas roj
    ☐ l. Nyiaj ntsuab xws li (TANF, MFIP, SSI, formerly AFDC)
    ☐ m. ntaw kho mob
    ☐ n. Tau mov nej dawb uas tseu kawm ntawv los yog tau them tus ngi tsawg zog

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Children, Family & Learning	ECFE Program 310 Capitol Square - 550 Cedar St. Paul, MN 55101-2273	EARLY CHILDHOOD FAMILY EDUCATION PARTICIPANT QUESTIONNAIRE SUMMARY	ED-02006-08 DUE: 8/15/99

GENERAL INFORMATION AND INSTRUCTIONS: Please use this form to report summary results of the "Early Childhood Family Education Program Participant Questionnaire" (ED-2005) at your ECFE PROGRAM LEVEL. Complete the identification information, including the names and numbers of ALL school districts included in your ECFE program. Return the completed summary to the above address by August 15, 1999.

THANK YOU FOR YOUR ASSISTANCE!!

IDENTIFICATION INFORMATION			
School District Name(s)		School District Number(s)	
Name of Person Completing This Summary	Title	Telephone Number ( ) -	FAX Number ( ) -

QUESTIONNAIRE SUMMARY DATA		For each questionnaire item, please provide the number of participant responses.
ITEM NUMBER	ITEM SUBJECT	SUMMARY OF RESPONSES BY ITEM
1	Length of Participation	[a] - _____ [b] - _____ [c] - _____
2	Gender	[a] - _____ [b] - _____
3	Age	[a] - _____ [b] - _____ [c] - _____ [d] - _____
4	Marital Status	[a] - _____ [b] - _____ [c] - _____ [d] - _____
5	Education Background	[a] - _____ [b] - _____ [c] - _____ [d] - _____ [e] - _____ [f] - _____
6	Employment Status	[a] - _____ [b] - _____ [c] - _____ [d] - _____
7	Age of Children	[a] - _____ [c] - _____ [e] - _____ [g] - _____ [i] - _____ [b] - _____ [d] - _____ [f] - _____ [h] - _____
8	Household Size	[a] - _____ [c] - _____ [e] - _____ [g] - _____ [b] - _____ [d] - _____ [f] - _____ [h] - _____
9	Household Income	[a] - _____ [b] - _____ [c] - _____ [d] - _____ [e] - _____ [f] - _____
10	Self Racial/Ethnic	[a] - _____ [b] - _____ [c] - _____ [d] - _____ [e] - _____ [f] - _____
11	Family Racial/Ethnic	[a] - _____ [b] - _____ [c] - _____ [d] - _____ [e] - _____ [f] - _____
12	Residence at Present Address	[a] - _____ [b] - _____ [c] - _____ [d] - _____
13	Other Program Participation	[a] - _____ [d] - _____ [g] - _____ [j] - _____ [m] - _____ [b] - _____ [e] - _____ [h] - _____ [k] - _____ [n] - _____ [c] - _____ [f] - _____ [i] - _____ [l] - _____

Early Childhood Family Education
Evaluation Forms and Resources

This information sheet lists evaluation forms for collecting data on Early Childhood Family Education (ECFE) participants and programs that all ECFE programs are required to collect and submit to the Minnesota Department of Children, Families and Learning on the dates indicated. These forms are updated yearly and distributed each year to all program coordinators. Also listed are other optional forms and resources related to Early Childhood Family Education evaluation that have been distributed to ECFE program coordinators and/or are available upon request from the Minnesota Department of Children, Families and Learning, 992 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101 (612/296-8414.)

Required Forms — **Due Dates**

1. **Early Childhood Family Education Participant Questionnaire and Early Childhood Family Education Participant Questionnaire Summary** — **Summary due August 15**
   Used to collect basic demographic data on all participating families.

2. **Early Childhood Family Education Annual Report** — **August 15**
   Used to collect information about program services, staff, and participation.

The data from these two required forms are used to compile the yearly Early Childhood Family Education Fact Sheet. It is distributed widely to groups and individuals, including policy makers, seeking information about the program in Minnesota and other states. The data are also extensively used in various ways at the local level to communicate information about the program to parents, school administrators and other school personnel, school board members, and the general public.

Other Forms

1. Quality Indicators for Early Childhood Family Education Programs
   Indicators of program quality in four program component areas are listed in checklist form to be used to assist local ECFE program staff and advisory councils with program planning and self-evaluation for the purpose of program improvement.

2. Processes for Assessing Participant Needs, Interests, and Satisfaction with Early Childhood Family Education Programs (see attached)
   Provides an outline for planning ways to assess participant needs, interests, and satisfaction with the program for use in program development and improvement.

3. Cost analysis information and forms
   Provide information on types of services offered and categories of funding sources along with forms for preparing budgets.

OVER

Evaluation Reports

1. Changing Times, Changing Families: Early Childhood Family Education Parent Outcome Interview Study and Summary (The full report includes the assessment processes used.)
   Provide information from a 1990-91 study of parents new to ECFE based on parent responses to interview questions before and after a year of participation.

2. Changing Times, Changing Families -- Phase II: Immediate Outcomes of Lower-Income Participants in Minnesota's Universal Access Early Childhood Family Education full report and summary (The full report includes the assessment processes used.)
   Provide information from a 1994-95 study of lower-income families new to Early Childhood Family Education based on fall and spring in-depth interviews and videotaped observations.

3. Does Participation in Early Childhood Family Education Impact Parent Involvement in the Elementary Years?
   Report of study of parent involvement of past ECFE participants and non-participants in their children's school and learning in five school districts with children in either second or fifth/sixth grade.

4. Long-Term Participation in Early Childhood Family Education: Staff and Long-Term Parent Participant Perspectives.
   Report of focus group interviews with ECFE long-term parent participants and with staff from 23 programs regarding the issues of how to best meet the needs of long-term participants.

5. Early Childhood Family Education Staff Information Survey Summary Information.
   Summary of survey information related to staff contact and preparation hours, salary ranges, contracts, and teacher licenses.

All of these evaluation reports provide useful information for discussion at staff meetings and planning local staff development activities.

For further information on family program evaluation, request the article, "Family Program Evaluation Basics," by Betty Cooke from the Minnesota Department of Children, Families and Learning. (Also in the March 1991 issue of Family Information Services.)

Information and support regarding local program evaluation is also available from board members of Family Education Resources of Minnesota (FERM), a private non-profit organization that began in 1986 as the State Early Childhood Family Education Evaluation Committee. A list of FERM board members is available from the Minnesota Department of Children, Families and Learning.

PROCESSES FOR ASSESSING PARTICIPANT NEEDS, INTERESTS, AND SATISFACTION WITH EARLY CHILDHOOD FAMILY EDUCATION PROGRAMS

An important part of Early Childhood Family Education program evaluation is the assessment of participants' needs, interests, and satisfaction with the program for use in program development and improvement. Different kinds of participant input are needed at different stages of program involvement. The following list of suggested participant input is intended to be used as a resource to local program staff in planning the kind of participant input needed. Actual forms and formats for collecting this information can be developed by local programs and/or shared across programs.

BEFORE ENROLLMENT:

- Baseline demographics on eligible population (all families with children 0-4)
  Purposes: 1. Provides information on the characteristics of potential program participants for program planning and
  2. Provides information to compare to characteristics of actual participants to assess if program is serving a representative cross section of the eligible population.
  Answers the questions: What are the characteristics of families with young children in our community? Are we serving a representative cross section of families with young children in our community?

- Needs/assets/interests assessment for program marketing, outreach, and planning
  Purpose: 1. Provides information for program marketing and outreach and program planning to meet needs and interests of potential program participants.
  Answers the question: What will entice families in our community to enroll in the program?

BEGINNING ENROLLMENT/ONCE ENROLLED:

- Interest finders for program planning:
  -On topics
  -On teaching methods/strategies, e.g., "How do you learn best?"
  -On resources
  Purpose: 1. Provides information on which to base weekly programming for actual group of participants based on their particular interests, learning styles, etc.
  Answers the question: What are the needs of our participants? How can the program staff best meet these needs?

DURING OR AFTER SERVICE DELIVERY:

- Weekly or mid-series feedback
  Purposes: 1. Provides feedback on how educators are doing for use in adjusting their teaching style and
  2. Provides information useful to adjusting what is offered to emerging interests and needs.
  Answers the questions: How am I doing? What adjustments need to be made? What new issues/needs have arisen?

OVER

- End-of-series parent satisfaction survey evaluation for **new** personnel
  Purposes: 1. Provides information to new personnel on how they are doing and
  2. Provides information to supervisor to use in observing and giving feedback and guidance to new personnel in individual conferences.
  Answers the questions: How did I do? How effective is a new staff person? What are staff inservice needs?

- End-of-series parent satisfaction survey evaluation for **experienced** personnel
  Purposes: 1. Provides feedback for improvement in program content, processes, resources, and/or teaching style and
  2. Provides an opportunity to get very specific feedback on new content, processes, and/or resources used.
  Answers the question: What can I do to fine tune my teaching strategies and style? What are staff inservice needs?

- Special series, event, activity feedback
  Purpose: 1. Provides information for planning and improving future special events and activities.
  Answers the question: How can I improve special offerings for families?

- Overall program satisfaction evaluation--becomes combination of needs, interests, and satisfaction assessment and may include a combination of questions about class series and other program activities such as special events, lending libraries, newsletters, etc.
  Purpose: 1. Provides information for improving overall program delivery and services. Since this is a more comprehensive evaluation, it is not likely to be used more than once a year or may not be used at all if other more specific evaluations are used regularly.
  Answers the question: How well is the program doing in educating/serving our participants?

GUIDELINES FOR USE OF PARENT SATISFACTION SURVEYS/QUESTIONNAIRES

1. Make purposes very clear and specific.

2. Use only when you intend to use the results in the very near future. Surveys do not have to be used after every series of classes or program activity.

3. Tally and analyze responses as soon as possible after collecting. Tally ratings and highlight suggestions in open-ended answers to compile into a single list of suggestions.

4. Make use of results and suggestions as soon as possible to improve classes and programs as is practical and appropriate. It is not necessary to file and save old surveys/questionnaires for lengthy periods of time.

Children, Families & Learning	Early Childhood Family Education 310 Capitol Square - 550 Cedar St. Paul, MN 55101-2273	EARLY CHILDHOOD FAMILY EDUCATION ANNUAL REPORT	ED-01843-12 DUE: 08/15/99

GENERAL INFORMATION AND INSTRUCTIONS: Under the statutory authority of M.S. 121.882, an annual report to the Minnesota Department of Children, Families and Learning is required from each district having an Early Childhood Family Education (ECFE) program. Provide the information requested on this report and retain a copy for your files. Please note that all information requested in this report relates to the period of July 1, 1998 to June 30, 1999. Return the completed report to the above address by August 15, 1999. **NOTE:** This report will provide the summary data for the ECFE section of the Community Education Annual Report (ED-00226).

FISCAL YEAR
1998 - 1999

PROGRAM IDENTIFICATION INFORMATION

District Name(s) - Indicate All Districts Represented by This Report			District Number(s)	
Name of Program Coordinator or Contact Person	Title		Telephone Number ( ) -	FAX Number ( ) -
Address	City	County		Zip Code
Name of Person Completing this Report	Title		Telephone Number ( ) -	FAX Number ( ) -
Early Childhood Family Education Coordinator Reports to (name):	Title			

PARENT - CHILD AND PARENT - ONLY CLASS INFORMATION

Refer to the following definitions of terms when completing the following section on parent-child and parent-only classes:

CLASS = A series of two or more sessions for a specific group.

SESSION = The number of times a particular class meets.

TOTAL HOURS OF SERVICE PROVIDED = Number of classes actually held times the number of sessions per class times the number of hours per session.

	CLASS TYPE / TITLE	NUMBER OF CLASSES OFFERED	NUMBER OF PARTICIPANTS (NOTE: May be a duplicated count)			TOTAL HOURS OF SERVICE PROVIDED
			CHILDREN 0-5 IN CLASS	CHILDREN IN SIBLING CARE	PARENTS	
PARENT - CHILD CLASSES	CLASSES BY AGE GROUPS: 1. For Children Less Than 1 Year Old					
	2. For 1 Year Old Children					
	3. For 2 Year Old Children					
	4. For 3 Year Old Children					
	5. For 4 Year Old Children					
	6. For Non-Kindergarten 5 Year Olds					
	7. Mixed Age Groups					
	OTHER (Specify)					
	A. Sub-Total: "Other" Parent-Child Classes					
	B. TOTAL: (Lines 1 through 7 plus line A)					
PARENT - ONLY CLASSES	List By Title:					
	C. TOTAL: Parent-Only Classes					

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Page 2 **E C F E ACTIVITIES / EVENTS INFORMATION**

Complete this section by indicating the total number offered and total number of participants in all special one-time events in the five categories listed below. (DO NOT LI ST EACH SPECIAL EVENT INDIVIDUALLY.) For **"ALL OTHER ACTIVITIES,"** complete only the relevant spaces.

	SPECIAL ONE-TIME EVENTS AND OTHER ACTIVITIES	NUMBER OF ACTIVITIES / EVENTS OFFERED	NUMBER OF PARTICIPANTS	
			CHILDREN 0-18	ADULTS
SPECIAL ONE-TIME EVENTS	1. Field Trips			
	2. Open Houses			
	3. Speaker Events			
	4. Parent-Child Activities*			
	5. Others			
	TOTALS: ONE - TIME EVENTS			
ALL OTHER ACTIVITIES	Home Visits			
	Advisory Council Meetings			
	Other(s) (list):			

NEWSLETTERS / PUBLICATIONS: Number of issues per year = _____ Number of copies distributed per issue = _____

RESOURCES LIBRARIES: ☐ YES → If "YES," check those which apply: ☐ Toys ☐ Children's Books ☐ Parent Materials ☐ NO

* Parent-Child Activities = gym time, drop-in play time, concerts, parties, etc.

SUMMARY DATA ON PARTICIPANTS

1. Number of **DIFFERENT** parents: (a) participating in classes and/or home visits (unduplicated count) . . . . . _____

   (b) participating in special events and/or other non-class activities only (unduplicated count) . . . . . _____

   (c) total number of parents participating (unduplicated count) . . . . . _____

2. Of the parents identified in item 1(c) above, estimate the number and percent of participants in your program who are fathers:

   Number: _____ Percent: _____

3. Number of **DIFFERENT** children, birth to kindergarten age: (a) participating in classes and/or home visits (unduplicated count) . . . . . _____

   (b) participating in special events and/or other non-class activities only (unduplicated count) . . . . . _____

   (c) total number of children (unduplicated count) . . . . . _____

4. Estimated percentage of eligible population served . . . . . _____ %

   NOTE: Divide the number of children served [item 3(c)] by the number of eligible children, age birth through 4, in the district (same number as used to calculate ECFE levy and aid).

EARLY CHILDHOOD FAMILY EDUCATION - STAFF / BUDGET INFORMATION

Time devoted to program coordination as expressed in Full-Time Equivalent (FTE): Includes coordinator and coordination time of teachers. This does **NOT** include administration time of community education directors or other school administrators (check one):

☐ 0 - .2 FTE ☐ .21 - .40 FTE ☐ .41 - .60 FTE ☐ .61 - .80 FTE ☐ .81 - 1.00 FTE

☐ 1.00 - 1.50 FTE ☐ 1.51 - 2.00 FTE ☐ 2.01 - 2.50 FTE ☐ 2.51 - 3.00 FTE ☐ 3.01 & above FTE

ECFE STAFF DATA — Provide the number of staff (headcount) assigned to the ECFE Program by **PRIMARY** area of responsibility and by full-time/part-time status. Report all volunteers/unpaid staff on last line only. Count each person only once in their primary area of responsibility.

EMPLOYMENT STATUS	PRIMARY AREA OF RESPONSIBILITY				VOLUNTEERS / UNPAID
	COORDINATION	INSTRUCTION	CLERICAL	OTHER *	
FULL-TIME					
PART-TIME					
TOTALS					

* Teaching Assistants, Outreach Workers, Home Visitors, etc.

Total annual ECFE expenditures for administration of program:

(a) ECFE coordinator salary $ _____

(b) ECFE coordination time of instructional staff $ _____

(c) Other administrative staff time $ _____

TOTAL ADMINISTRATIVE EXPENDITURES ..... $ _____

Total annual ECFE aid and levy: $ _____ Total annual ECFE budget: $ _____

Provide the numbers (actual or estimated) for the following items:

1. Number of children with disabilities that are participating in the ECFE Program (these children would be considered eligible to receive Special Education services): . . . . . _____

2. Number of children with disabilities or developmental delays less severe than those of item #1 above (these children would NOT be eligible for Special Education services): . . . . . _____

3. Number of families referred TO PROGRAM by:

   a) human service agencies or the judicial system . . . . . _____

   b) medical personnel (doctors, public health nurses, HMO, etc.): . . . . _____

   c) other (specify): _____ . . . . _____

   TOTAL (Items 3a, 3b and 3c) . . . . _____

4. Number of families referred FROM PROGRAM to other programs/services: . . . . . _____

VERIFICATION OF INFORMATION

I hereby verify that all the information provided in this report is true and accurate to the best of my belief and knowledge.

_____ _____
Signature - Early Childhood Family Education Coordinator Date

_____ _____
Signature - Community Education Director Date

_____ _____
Signature - District Superintendent / Responsible Authority Date

Program Evaluation
The Five-Tiered Approach

Level/Title	Purposes of Evaluation	Audiences	Tasks	Kinds of Data to Collect/Analyze
TIER ONE **Needs Assessment**	1. To document the size and nature of a public problem 2. To determine unmet need for services in a community 3. To propose program and policy options to meet needs 4. To set a data baseline from which later progress can be measured 5. To broaden the base of support for a proposed program	1. Policy-makers 2. Funders 3. Community stakeholders	1. Review existing community, county and state data 2. Determine additional data needed to describe problem and potential service users 3. Conduct "environmental scan" of available resources 4. Identify resource gaps and unmet need 5. Set goals and objectives for interventions 6. Recommend one program model from range of options	1. Extant data on target population; services currently available 2. Interviews with community leaders 3. Interviews or survey data from prospective participants 4. Information about similar programs in other locations
TIER TWO **Monitoring and Accountability**	1. To monitor program performance 2. To meet demands for accountability 3. To build a constituency 4. To aid in program planning and decision-making 5. To provide a groundwork for later evaluation activities	1. Program staff and administrators 2. Policy-makers 3. Funders 4. Community stakeholders 5. Media	1. Determine needs and capacities for data collection and management 2. Develop clear and consistent procedures for collecting essential data elements 3. Gather and analyze data to describe program along dimensions of clients, services, staff, and costs	1. MIS (management information system) data; collected at program, county and/or state level 2. Case material; obtained through record reviews, program contact forms, etc.
TIER THREE Quality Review and Program **Clarification**	1. To develop a more detailed picture of the program as it is being implemented 2. To assess the quality and consistency of the intervention 3. To provide information to staff for program improvement	1. Program staff and administrators 2. Policymakers 3. Community stakeholders	1. Review monitoring data 2. Expand on program description using information about participants' views 3. Compare program with standards and expectations 4. Examine participants' perceptions about effects of program 5. Clarify program goals and design	1. MIS monitoring data 2. Case material 3. Other qualitative and quantitative data on program operations, customer satisfaction, and perceived effects; obtained using questionnaires, interviews, observations, and focus groups
TIER FOUR **Achieving Outcomes**	1. To determine what changes, if any, have occurred among beneficiaries 2. To attribute changes to the program 3. To provide information to staff for program improvement	1. Program staff & administrators 2. Policymakers 3. Community stakeholders 4. Funders 5. Other programs	1. Choose short-term objectives to be examined 2. Choose appropriate research design, given constraints and capacities 3. Determine measurable indicators of success for outcome objectives 4. Collect and analyze information about effects on beneficiaries	1. Client-specific data; obtained using questionnaires, interviews, goal attainment scaling, observations, and functional indicators 2. Client and community social indicators 3. MIS data
TIER FIVE **Establishing Impact**	1. To contribute to knowledge development in the field 2. To produce evidence of differential effectiveness of treatments 3. To identify models worthy of replication	1. Academic and research communities 2. Policymakers 3. Funders 4. General public	1. Decide on impact objectives based on results of Tier Four evaluation efforts 2. Choose appropriately rigorous research design and comparison group 3. Identify techniques and tools to measure effects in treatment and comparison groups 4. Analyze information to identify program impacts	1. Client-specific data; obtained using questionnaires, interviews, goal attainment scaling, observations, and functional indicators 2. Client and community social indicators 3. MIS data 4. Comparable data for control group

Reprinted from Jacobs F (1988). "The five-tiered approach to evaluation: Context and implementation." In H Weiss and F Jacobs (eds.) *Evaluating family programs*. Hawthorne, NY: Aldine de Gruyter.

Source: Jacobs F H, P Hruda-Williams, J Kapuscik, and E Yates (forthcoming). *Evaluating family preservation services: A guide for state administrators*. Medford, Mass.: Family Preservation Evaluation Project, Eliot-Pearson Department of Child Development/Department of Urban and Environmental Policy, Tufts University.

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